Innovation In Authentic Assessment Of Receptive Skills In The Arabic Language Textbook For Grade Iv, Ministry Of Religious Affairs 2020

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Abstrak:

This study investigates the evaluation of receptive skills within a textbook using an authentic assessment approach. The focus is on the reading skills component of the Arabic language textbook for Grade IV of Islamic Elementary Schools (MI), published by the Ministry of Religious Affairs in 2020. Employing a qualitative descriptive methodology with a critical analysis framework, the research utilizes observation and documentation as data collection methods. Findings suggest that the assessment of receptive language skills primarily falls under the knowledge domain. Authentic assessment of these skills can be achieved through various methods such as projects, interviews, or assignments. Examples include summarizing orally presented texts, creating visual representations based on auditory descriptions, engaging in conversations that reflect the content heard, or composing texts that are analogous to the auditory input received.

Keywords: *Innovation Assessment; Receptive Skills; Authentic Assessment.*

1. Introduction

Teaching and learning process, or often referred to as learning, is an activity aimed at shaping behavioral changes in learners. These changes can occur at both the knowledge and skills levels of the students, measurable through assessment. Assessment encompasses all activities involved in gathering and following up on information to determine student learning outcomes (Hermawan, 2021). In this context, assessment involves not only data collection but

also a series of activities to gain insights into the teaching and learning process, ultimately leading to student learning outcomes (Baharun, 2016; Wildan, 2017). The extent to which learners achieve learning or learning outcomes can be determined through assessment.

Assessment is a highly fundamental component inseparable from the teaching and learning process, encompassing three crucial learning aspects: planning, implementation, and assessment (Hardiyanto, 2020). Bloom argues that learners' outcomes can be classified into three main learning aspects: cognitive, affective, and psychomotor aspects (Munip, 2017). Consistent with Permendiknas Number 66 Year 2013, which states that assessment of learners' outcomes must continuously cover several important aspects: cognitive, affective, and psychomotor aspects (Saftari & Fajriah, 2019). Assessment necessitates change in an event. If an assessment fails to comprehensively measure competencies or objectives, then modification or change is necessary.

The continuously evolving world of education influences its components to undergo constant renewal (Julaeha, 2019). It is undeniable that assessment is also affected by the advancements in the educational sphere. There have been numerous updates in assessment and its components due to these developments, including authentic assessment (Widana, 2020).

The development of assessments is integrated into all learning activities, including Arabic language learning (Hanifah, 2019). Arabic language learning consists of two skills which are further divided into four language skills. The receptive skills consist of listening and reading skills (Mulyati, 2014), as these skills involve understanding and receiving the language (Baroroh & Rahmawati, 2020). The productive skills include speaking and writing skills, focusing on language production, whether orally or in writing (Pradita & Jayanti, 2021). These four skills should be learned by students continuously and in balance. Therefore, assessments that encourage achievement in these four skills are needed.

One significant aspect of Arabic language learning is the assessment of receptive skills. This assessment is crucial as it determines the extent of students' language production skills. At Islamic Elementary Schools (MI), assessment of receptive skills in Arabic language learning typically involves objective tests. There are various types of tests such as fill-in-the-blank tests, essay tests, and matching tests. Some advantages of written tests include ease of administration, time efficiency, and objective assessment. However, their disadvantages include the inability to comprehensively measure students' skills, inability to assess students' Arabic language

proficiency actively, and failure to measure students' deep understanding of meanings within Arabic texts.

To address these limitations, there is a need for innovation in assessing receptive skills, specifically listening and reading skills. One innovation in assessing Arabic receptive skills is authentic assessment. Authentic assessment involves a series of assessments that measure students' abilities to use their knowledge and skills in real-world contexts. Authentic assessment can comprehensively measure students' abilities, as it requires them to use various listening and reading skills. It also assesses students' ability to produce Arabic language content comprehensively, as they are not only expected to understand the meanings of words or sentences heard but also to convey the meanings they have understood.

Based on this background, this research aims to develop innovative assessment of receptive skills in Grade IV Arabic language textbooks for Islamic Elementary Schools based on authentic assessment. This innovation in assessing receptive skills is expected to overcome the weaknesses of written tests and comprehensively measure students' abilities to produce Arabic language content both audibly and in reading comprehensively.

Previous relevant studies include Utami's research (2023), which found that assessment techniques for qiro'ah skills in the book "Al-Qiro'ah Al-Rosyidah" include reading, understanding, identifying main ideas, and summarizing text content. Language assessment tests include reading aloud, multiple-choice questions, identifying main ideas, and describing content (Utami & Baroroh, 2023). Amila Sholiha et al. (2023) studied reading skills assessment in Grade XI Arabic language textbooks using HOTS-based tests at the cognitive level but found limitations in test instruments containing HOTS cognitive aspects (Amila Sholiha et al., 2023). This study also emphasizes the importance of innovation in implementing these test instruments. Additionally, Millah (2021) evaluated qira'ah materials in Arabic language textbooks using the scientific approach of the 2013 Curriculum, finding that some chapters focused more on spiritual, knowledge, and attitude domains, but did not fully meet the required skills for Tsanawiyah students (Shofiyatul Millah, 2021).

The 2013 Curriculum and the autonomous curriculum prioritize authentic assessment within the learning process, particularly for evaluating receptive skills. This is due to the use of test instruments that involve performance and action-based evaluations, necessitating a more comprehensive approach to authentic assessment. Specifically, this pertains to receptive skills in the Arabic language. The Arabic-language textbook published by the Ministry of Religion in

2020 does not incorporate authentic assessment, even though the current curriculum (2013 Curriculum and autonomous curriculum) advocates for it as the ideal method (Firdaus et al., 2022). Consequently, this study will investigate the evaluation of receptive skills in the Arabic-language textbook for Grade IV, published by the Ministry of Religion in 2020, with a focus on implementing innovative authentic assessment methods applicable to receptive skills.

The primary focus of this study is to explore and develop authentic assessment methods for receptive skills (listening and reading) in the Arabic language textbook for fourth-grade students published by the Ministry of Religious Affairs in 2020. This research aims to address the limitations of the currently used written assessments by introducing a more comprehensive and contextualized authentic assessment. It is anticipated that this authentic assessment will better measure students' ability to understand and use the Arabic language in a deeper and more practical manner, thereby enhancing the quality of learning and student outcomes in Madrasah Ibtidaiyah.

2. Methods

This research adopts a qualitative research approach. It is a literature study (library research) utilizing data collection techniques from various books, articles, and other relevant academic writings (Lexy, 2002). The researcher aims to analyze and present innovations in assessing reading skills in Arabic language textbooks based on authentic assessment. The aim of this study is to analyze and present innovations in the assessment of receptive skills in Arabic textbooks based on authentic assessment. The primary data source for this research is the Arabic textbook for fourth-grade Madrasah Ibtidaiyah, published by the Ministry of Religious Affairs in 2020. Additionally, secondary data sources include various journals, books, and other relevant materials related to the research topic.

To analyze the collected data, the researcher employs content analysis and descriptive analysis techniques. According to Arikunto (2010), content analysis is a method used to identify and categorize the content of texts or documents based on specific themes or categories. Meanwhile, descriptive analysis is used to provide a detailed and systematic overview of the collected data (Arikunto, 2010). After the data is collected, the next step is to classify it according to the research topic. The classified data is then interpreted and presented narratively. This data interpretation involves a deep understanding of the meanings and implications of the analyzed data, in order to provide a clear and comprehensive picture of innovations in reading skill assessment in Arabic textbooks based on authentic assessment..

3. Results

3.1. Assessment

In the world of education, learning involves three main elements: instructional goals, the learning process, and learning outcomes. Instructional goals or objectives are competencies expected to be achieved by students after completing a series of learning activities or specific topics (Hayad, 2020). One way educators obtain information about students' progress is through assessment. Assessment is the process of gathering information about students' development and learning progress (Nisrokha, 2018).

According to Harun and Mansur, assessment in education is defined as collecting decisions on student performance as feedback to modify teaching and learning activities (Mansur, 2007). Assessment serves functions such as selection, diagnosing students' weaknesses and difficulties, placement (classification), and measuring learning achievements (Arikunto, 2021). Bloom identified several aspects of assessment categorized into three domains known as Bloom's Taxonomy: cognitive, affective, and psychomotor (Magdalena et al., 2020).

One type of assessment used by researchers is authentic assessment or Authentic assessment. Authentic assessment is the process of evaluating students that involves assessing their knowledge or skills in contexts that closely resemble real–life situations (Nisrokha, 2018). In another definition, authentic assessment is described as a comprehensive assessment to evaluate various aspects including attitudes, knowledge, and skills in learning (Khoritotul Jannah et al., 2024).

3.2. Receptive Skills

Receptive skills encompass the ability to understand language codes that are either spoken or written, achieved through reading or listening with the goal of comprehending these codes (Baroroh, 2020). Receptive language skills include listening and reading skills (Taubah, 2020). The subsequent discussion focuses on the assessment aspects of listening and reading skills in Arabic language textbooks for Grade IV Islamic Elementary Schools, as published by the Ministry of Religious Affairs in 2020.

Based on the results of the literature review, the presentation of data in this study is categorized into three aspects: Assessment Of Listening and Reading Skills, Authentic Assessment of Receptive Skills, and Innovation in Authentic Assessment of Receptive Skills in Arabic.

3.3. Assessment Of Listening and Reading Skills

In the Grade IV student textbook for Islamic Elementary Schools, published by the Ministry of Religious Affairs in 2020, various types of listening skills (Maharah al-Istima') and reading skills (Maharah Qira'ah) are detailed in the table below:

Table 1. Types of Receptive Skills Questions in the Arabic Book for Grade IV MI KEMENAG 2020

Page	Question	No
8,23,38,54,66,77	اسْتَمِعْ ، ثُمَّ ضَعْ عَلامَةً [٧] عَلَى الصُّوْرَةِ الْمُنَاسِبَةِ !	٠١
9,24,39,55,66,78	اقْرَأْ وَ أَجِبْ عَنِ الْأَسْئِلَةِ	٠٢
8, 22, 37,65,76	صِلِ الصُّوَرَ الْآتِيَةَ بِخَطٍّ أَمَامَ الْأَجْوِبَةِ الصَّحِيحَةِ!	٠٣

Based on the analysis of question type 1 in the table above, it can be explained that this question is a listening comprehension test aimed at measuring students' ability to determine the meaning of words through pictures based on what they hear. This test is objective in format with short answer responses, and the cognitive aspect assessed is within the domain of knowing (C1).

Next, question type 2 is a reading comprehension test designed to measure students' ability to identify facts presented in the reading text. This test format is fill-in-the-blank, where students answer questions according to the content of the reading text. The cognitive aspect assessed in this question type pertains to the domain of comprehension (C2), requiring students to provide answers that align with the given questions.

Question type number 3 is an objective test aimed at measuring students' ability to understand the meaning of vocabulary through observing pictures. The task involves reading and matching vocabulary provided with observed pictures to determine the correct vocabulary meaning. The cognitive aspect assessed in this question type involves analysis (C4), correlating Arabic vocabulary read with available pictures.

Based on the analysis of receptive language skills in the aforementioned questions, most assessments in the Grade IV Arabic language textbook published by the Ministry of Religious Affairs in 2020 focus solely on cognitive assessment. Referring to the 2013 Curriculum, the affective aspect is an essential element in assessments (Zulkifli, 2013). This aspect encompasses

emotional attitudes that are essential for students' engagement in language learning activities. Additionally, if skills are being assessed, assessments should focus on psychomotor aspects.

The analysis indicates that assessments conducted in the Grade IV Arabic language textbook published by the Ministry of Religious Affairs in 2020 lean towards objective testing. This is evident in the question types that are directed as questions rather than commands. In contrast, authentic assessments lean more towards command forms in their instruments.

3.4. Authentic Assessment of Receptive Skills

Authentic assessment is a process utilized by educators to gauge students' progress and achievements through a variety of methods that elucidate, substantiate, and illustrate learning objectives and acquired skills (Abdillah et al., 2021; Majid, 2013). This form of assessment is frequently associated with alternative assessment, performance assessment, direct assessment, and realistic assessment (Kaukab, 2021), enabling educators to gain a thorough understanding of both the learning processes and outcomes of their students.

Authentic assessment employs various instruments, primarily utilizing non-test techniques to determine student learning outcomes (Supardi, 2015). Its primary goal is to ensure that individuals acquire and demonstrate significant skills effectively (Munip, 2017). The techniques used in authentic assessment include project-based assessments, portfolios, self-assessments, observations, interviews, and assignments (Umami, 2018).

When planning assessments for Arabic language subjects, assessments can be conducted through both test and non-test methods. Test-based assessments include written tests and practical tests. Meanwhile, non-test assessments can be implemented through interviews, observation, questionnaires, attitude scales, and anecdotal records (daily notes). Test techniques in Arabic involve assessing cognitive aspects through objective tests, essays, and composition writing. Some examples of authentic assessment include:

Firstly, Performance assessment, a method requiring students to demonstrate their abilities according to predefined criteria, involving the application of knowledge and skills in everyday life. This assessment has two main characteristics: students are required to demonstrate their abilities through projects or activities, and the significance of the project is more prominent than the action itself. For instance, students may be asked to speak in front of the class, introduce themselves, or narrate daily activities. In Arabic language learning, this technique is suitable for assessing students' abilities to practice dialogue, deliver speeches, write

texts, orally summarize readings, and answer questions through interviews with teachers. This assessment is considered more authentic than written tests as it better reflects students' actual abilities (Munip, 2017).

Secondly, there is project-based assessment. Projects entail tasks where students produce something related to the curriculum independently, not merely testing their knowledge. Projects can be assigned across all grade levels, either individually or in groups, and can be done at school or as homework. Besides introducing concepts, demonstrating skills, and evaluating student work, teachers act as facilitators and promoters. Examples of project assessments in Arabic language learning include translating Arabic texts, summarizing reading contents, recording, and translating prayers.

Thirdly, Portfolios. In the assessment realm, a portfolio refers to a collection of someone's work, which can include writing, artworks, or various performances recorded in video or audio formats. However, a portfolio is more than just a collection of works; it serves as a representative collection of student work that shows their development over time. Teachers can utilize portfolios to observe student progress through these works, serving as evidence of their learning outcomes (Arifin, 2012).

Additionally, there is self-assessment. Self-assessment is an evaluation method where students assess themselves regarding the status, process, and level of competency achieved. This method can be used to measure competencies in cognitive, affective, and psychomotor domains (Munip, 2017).

Table 2. Self-Assessment Instrument

Assessment Aspects	Statement	Yes	No
	I Have Listened		
	I Have Obtained Some Vocabulary from What Was Heard		
Listening Skills	I Can Understand the Essence of Spoken Conversations or Arabic Texts		
	I Can Answer All Questions from What Was Heard		
	Students Can Summarize Conversational Content or Stories Using Their Own Words		
	I Have Read		

Reading Skills	I Have Obtained Some Vocabulary from the Read Texts		
	I Can Understand the Essence of the Arabic Texts Read and Observed		
	I Can Answer All Questions from What Was Read		
	Students Can Summarize Short Texts Using Their Own Words		

The next point concerns peer assessment. Limitations in teachers' time to supervise all students necessitate peer assessment. This helps teachers evaluate students more comprehensively. Peer assessment involves students evaluating each other regarding competency achievement, attitudes, and daily behaviors in the learning process. The tool used is peer assessment forms or peer-to-peer assessment.

Table 3. Peer Assessment

Assessment Aspect	Assessment Statements	Yes	No
Listening Skills	My Friend Listens Attentively		
	My Friend Can Repeat Some Words They Hear		
	My Friend Learns New Vocabulary from What They Hear		
	My Friend Understands the Core of What They Hear		
Reading Skills	My Friend Reads Carefully		
	My Friend Learns New Vocabulary from What They Read		
	My Friend Understands the Core of What They Read		
	My Friend Can Repeat Back What They Read		

Teachers greatly benefit from peer assessment of each student. Evaluations done by peers are often more honest than those done by teachers. This assessment is beneficial for obtaining various opinions from classmates, identifying existing weaknesses, and gaining a better understanding of the situation, as explained by Chalijah Hasan, where affective aspects include personal attitudes or opinions towards an object.

In assessing receptive skills through authentic assessment, evaluation is conducted on processes and outcomes that can assess knowledge, skills, and attitudes simultaneously.

Therefore, techniques, instruments, and rubrics appropriate to the assessment objectives are required. Knowledge aspects can be assessed based on students' mastery of linguistic elements, while skills aspects are seen through receptive skills mastered by students. Arabic receptive skills are divided into Arabic reading skills and listening skills (Faizmailiatus Sofa et al., 2023).

3.5. Innovation in Authentic Assessment of Receptive Skills in Arabic.

In the context of listening skills assessment, the authentic assessment component can be categorized into three main areas: knowledge, attitudes, and skills. Knowledge (cognitive) is evaluated through several criteria, including: grammatical precision in conveying results, accuracy of vocabulary used in explaining outcomes, phonological correctness in the interpretation of outcomes, as well as the appropriateness of grammar, vocabulary, and phonological elements in articulating results (Faizmailiatus Sofa et al., 2023).

In the affective domain, evaluation encompasses several key aspects: attentiveness during listening, the ability to critically explain results, and various attitudes towards learning, such as persistence, engagement, cooperation, courage, and respect. In the psychomotor domain, assessment focuses on the comprehension of the material heard, logical interpretation, accuracy in mastering, and understanding the content. Subsequently, an assessment rubric should be established based on these predefined criteria. Alongside the use of rubrics in research, observation sheets play a crucial role in teaching, allowing for the assessment of students' attitudes throughout instructional activities. Observations are employed to evaluate traits such as persistence, engagement, respect, cooperation, appreciation, and courage.

Table 4. Form of Authentic Assessment Innovation questions
On Listening and Reading Skills

No	Authentic Assessment Innovation question form
٠١	استمع إلى النص التالي، ثم أكمل الملخص بالكلمات المناسبة
٠٢	استمع إلى الوصف التالي، ثم ارسم ما تسمعه
٠٣	إستمع جيدًا إلى القصة التي ستُقرأ، ثم أكمل الجمل التالية بالكلمة المناسبة
٠٤	استمع إلى القصة التالية، ثم رتب الصور وفقًا لتسلسل الأحداث في القصة
٠٥	استمع إلى النص التالي واملأ الجدول بالمعلومات الصحيحة.
٠٦	إستمع إلى القصة التالية، ثم أعد سردها بكلماتك الخاصة
٠٧	اقرأ واكتب ملخصًا مختصرًا للنص باستخدام كلماتك الخاصة.

Based on several innovations in authentic assessment tasks outlined above, they can be presented as follows:

a. Task Type 1: In the first test item, students are required to listen carefully to a specific text or narrative. After listening, they are then asked to grasp the essence of what they heard by summarizing it in the form of possibly a summary or brief notes. The purpose of this directive is to help students improve their ability to understand the text and develop their skills in capturing the essence of a text and conveying it back in their own words. This also aids in expanding their vocabulary and enhancing their ability to compose sentences and paragraphs that are clear and coherent.

b. Task Type 2: For the second type of task, students are asked to listen attentively to a given description. This task encourages students to develop listening skills and the ability to represent information visually.

c. Task Type 3: This directive is designed to encourage students to become active listeners, concept understanders, and skilled in using appropriate words in Arabic. Through this exercise, it is hoped that students can enhance their ability to understand and use Arabic more effectively and fluently.

d. Task Type 4: Instruction for task four aims to develop listening skills, narrative comprehension, and sequencing ability in story comprehension. Through this directive, students are expected to improve their ability to understand the sequence of events in a story and depict it visually.

e. Task Type 5: The primary goal of this directive is to develop students' effective listening skills, as well as enhance their ability to organize and present information systematically.

f. Task Type 6: This task aims to train students' ability to construct sentences and build coherent narratives. By asking students to retell a story, they are prompted to pay attention to sentence structure, word usage, and logical arrangement of ideas. This process helps them hone their oral communication skills, both in choosing the right words and presenting ideas clearly and systematically.

g. Type 7 questions require students to read the text carefully and then write a brief summary of the text in their own words. The purpose of this question is to assess the students' ability to understand the text and their skills in conveying the information clearly and concisely, without directly copying from the source. It also helps in

practicing students' reading and writing skills and ensures that they can process and express information effectively.

3.6. Discussion

Miftahul Masitah explains that authentic assessment, also known as responsive assessment, is a highly popular method for evaluating students' learning processes and outcomes. This method has specific characteristics and can be applied to various groups of learners, including those with certain disabilities, special talents and interests, as well as high achievers. Authentic assessment can be used in various fields of study, such as the arts and sciences, focusing on observing the learning process or outcomes. This method is considered an evaluation tool that pays attention to students' development because it emphasizes their ability to learn about a subject (Miftahul M, 2024)

There are several aspects analyzed by the author regarding authentic assessment in Arabic language learning, namely the implementation of planned authentic assessment and the test instruments used. The implementation of authentic assessment requires a plan to ensure it runs as expected. This is similar to what Tata S. stated that educational evaluation broadly involves three elements: input, process, and output. The test instruments used in authentic assessment include Cognitive Aspects, Affective Aspects, and Psychomotor Aspects (Aulia Rahman & Elfan Kaukab, 2021).

In the assessment of receptive skills through authentic assessment, the evaluation of both process and outcomes is conducted to assess aspects of knowledge, skills, and attitudes simultaneously. Therefore, appropriate techniques, instruments, and rubrics are required to meet the assessment objectives. The knowledge aspect can be evaluated based on the students' mastery of linguistic elements, while the skills aspect is observed through the receptive skills acquired by the students. Receptive skills in Arabic are divided into reading and listening skills (Faizmailiatus Sofa et al., 2023).

Based on the rubric of authentic assessment for listening skills, tasks can be conducted using projects, interviews, or assignments with command words such as summarizing heard oral texts, creating conversations based on heard content, and creating similar texts to the ones heard.

Similarly, authentic assessment of reading skills can be executed through projects, interviews, or assignments featuring directives like summarizing read texts, identifying key points of the content, reflecting on new insights and experiences gained from reading,

explaining the text's structure, discussing the lessons derived from the reading, responding to the text, and interpreting the text according to its theme.

4. **Conclusion**

It has been found that receptive language skills have been assessed and fall within the domain of knowledge. The assessment of this book leans towards objective tests in measuring language proficiency. Therefore, authentic assessment is needed. In receptive skills, assessment evaluates linguistic elements in both knowledge and attitude aspects. Moreover, authentic assessment can simultaneously assess learning processes and outcomes. Authentic assessment of skills includes portfolio assessment, assignments, performances, and interviews tailored to the theme of the texts read or heard. Assessment rubrics are created to encompass all assessment aspects, including linguistic elements of knowledge, language skills, and attitudes. This scientific research offers innovation in conducting authentic assessment as a solution to issues in the assessment of the Arabic language book for Grade IV Islamic Elementary Schools published by the Ministry of Religious Affairs in 2020.

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